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ABSTRACT

This review of literature and programs looks at a number of reports on distance learning and related issues. Specific topics covered include: distance learning and rural learning communities, serving diverse student populations, broadening the community of learners, broadening the curriculum through technology and through integration, communication technology, and interactive distance learning and teacher training. Through the use of modern technology, students develop interpersonal skills and effective communication techniques for more widely diverse populations than would be possible without the technology. Two groups--young, college students in university settings and multi-aged, diverse students in rural/remote locations in Washington State--participated in an experiment to increase positive attitudes toward diversity of all kinds, to replace negative attitudes, and to fill the gap created by lack of experience or insufficient knowledge. Students profited in observable ways and in more subtle, intrinsic ways by the distance learning experience, learning to dissipate strong, unproductive, biased negative emotions that interfered with performance in an educational setting by replacing them with proactive processes of communication, metacognition, and interpersonal skills. Students in the distance learning classroom had very different attitudes toward the issue of whether to censor examples of the full range genres of children's literature, and the two groups brought a wide range of experiences to back up their rationales. Also, all groups had the comfort, reassurance, and at times parental responsibility of being in their normal education and home environments in their own respective localities. All students were better able to give full attention to the issues in the class. Based on the investigations, the paper indicates that this technologic, communicative process results in enhanced human development for all of the students it contacts. (Contains 48 references.) (ND)

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Using Distance Learning and Telecommunications to Develop Strategies of Communication for Widely Diverse Populations

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Introduction

Students in Washington state are getting to know one another in new and different ways. Through the use of modern technology such as distance learning and telecommunications, students develop interpersonal skills and effective communication techniques for more widely diverse populations than possible without the technology. By combining two widely different groups of students through distance learning, both groups benefitted in ways that they could not have otherwise.

Background

Distance learning to increase diversity and to reach rural, remote populations is not new. The Northwest Regional Educational Laboratory (May, 1995) reported research, *Emerging Technologies Hold Promise For Distance Education Programs, Rural "Learning Communities"*. D. Gooler reports schools using four types of technology used in rural communities. These four types include:

1) Video on Demand-students view on demand from a catalog of videos,
2) Information Utilities-students access information through networks,
3) Multimedia Learner Workstations-students manipulate, interact, and create with CD-ROM, laser disc players, graphics, and audio, and
4) Virtual Reality-students engage in the world of simulations (1995, p. 19).

A full description may be found in *Emerging Technologies and the Future of Distance Education and The Evolution of a Rural Learning Community*.

"Long-Distance Learning Becomes Reality in Small, Rural Schools With Efforts of Local

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Heroes"(November, 1994) was a topic reviewed by the Northwest Regional Educational Laboratory. A video and guidebook which contain descriptions of the process used in six southwestern schools are available. The authors of these materials entitled, *Local Heroes: Bringing Telecommunications to Rural, Small Schools*, describe the ways interactive, two way telecommunications were established for schools K-12. However, these systems brought so much interest to the community that they soon were expanded to bring college courses to rural remote areas as well because these telecommunicative schools were centers of activities for all members of the communities. Telecommunications broadened the community of learners.

The Purpose of This Presentation

The purpose of presenting this project is to provide one alternative, a prototype with a philosophical stand emphasizing communication and the subsequent pluralistic strategies used to change attitudes and to increase acceptance of diversity. Additionally, by incorporating modern technology, inclusion of a wide range of diverse students is possible. They can be brought together as one group to interact and communicate from very different points of view, impacting students with insights into the greater possibilities of developing extensive life-skills and more open attitudes toward others.

The AACTE Conference Theme

This presentation relates to the theme, entitled: *Emerging voices of diversity, conflict, consensus, and community*. Some members of diverse populations such as Native American, Hispanic, American Indian, Pacific Islanders, and other groups are included into an educational culture that could not participate without the use of technology, especially in rural/remote areas of the state. Technology and communication skills are utilized to maximize the processes of dialogue and to attain the standards of excellence of academic achievement of all students including those from cities, rural/remote areas. Also, included are students with life circumstances that require them to be close to home as well as students with great flexibility, students with limited life experiences to students with wide variance of life experiences.

The Student Populations

Both groups, the young, college students in university settings and the multi-aged, diverse students in rural/remote locations in Washington state profited in observable ways and in the more subtle, intrinsic ways by the distance learning experience. The purpose was to find an experiential way to increase positive attitudes toward diversity of all kinds, to replace negative attitudes and to fill the gap created by lack of experiences or insufficient knowledge. Students learned to dissipate strong, unproductive, biased negative emotions that interfered with performance in an educational setting by replacing them with proactive processes of communication, metacognition, and interpersonal skills.

Bruns (1992) reported that capable students are not performing and completing assignments. He maintained that 20 percent of the American public school students can be described as work inhibited for whom non-traditional methods must be used in order to help these students achieve. If they know the processes and can perform a task accurately while the teacher watches, perhaps it is not always necessary to send them home with homework? These students have strong abilities and usually have parental support but no special needs. Things which Brums found help these students include classroom support, positive relationships, opportunities to help others, use of quality rather than quantity assignments, specific and accurate positive feedback for the action or product stating the accomplishment, development of personality and ethics through empowering students toward autonomous accomplishments. A child may be required to repeat a grade for failure to complete assignments because teachers have failed to recognize this characteristic of work inhibition in students.

Quality work can be substituted for quantity at times. However, students may feel inhibited toward work for other reasons. Students need to have ample opportunity for the development of their communication skills with issues for which they can authentically form opinions. For example, students in the distance learning classroom had very different attitudes toward the issue of whether or not to censor examples of the full range genres of children's literature. Discussion and debate was highly productive and intense. The two groups of students provided a wide range of experiences to back up their rationales. These processes were made possible with such a wide range of students through the use of modern technology. All groups have the comfort, reassurance, and at times parental responsibility of being in their natural local, their normal educational and home environments in their own respective localities. Students from Wenatchee were not worried about the two hour trip home over a dangerous mountain pass and were not stressed with issues of leaving their children for long intervals. Meanwhile, the students on campus were in a new comfortable classroom on the first floor of the library, in a classroom better than most on campus. All students were better able to give full attention to the issues in the

class.

Usually, students come to university environments with many differences: home locations of various sizes, ranges of socio-economic levels, ages, races, cultural heritages, and idiosyncratic collections of life experiences. These ranges are even more vast when students in remote areas with life-responsibilities which are too complex and demanding to disregard, who are from locations far away from the university setting, participate actively in the classroom through distance learning and telecommunications. Most students have already developed attitudes of tolerance or intolerance for diversity through assimilation, not unlike osmosis, rather than through logic or choice. When students are in the comfort of their usual environmental settings, they describe a heightened ability to express themselves and their opinions. Students also report that they can only focus full attention on the issues of the class when they feel that they are in control of their responsibilities. The strategies developed and presented here are intended to heighten awareness so that all individuals may become more open-minded and make knowledgeable, reflective, productive choices.

Students in American Education Today

Students in American educational systems generally are underprepared for work, family life and the responsibilities of citizenship in our society of today and of the future. Students in America are achieving at lower levels and compare poorly with many students from countries around the world. Delegates to the Conference of (AFT) American Federation of Teachers (1992) reported that "our schools are not doing as well as they need to do to prepare the citizens of a democratic society and the productive workers of a world-competitive economy" (p. 20). Not only do they mention the need for greater knowledge and mastery of content areas and the educational use of technology, but they mention the need for a safe environment free from physical and psychological distractions. Students need to be free of issues in schools that would group them "on the basis of race, ethnicity, religion, or class" (p. 25). Jacob feels that all of America's children "should graduate from high school with the ability to do calculus; . . . should be fluent in a foreign language; . . . should be able to research, organize, and write a twenty-five page essay on a challenging topic; . . . should live by strict, high ethical standards" (1992, p. 13). Through communication skill development and attitudinal acceptance of all forms of diversity, our students will be much better equipped for the twenty first century.

To gain an overview of these global issues, students need to read from a wide range of all kinds of sources and also to read for pleasure for life-long learning. Sanacore suggested that teachers use newspapers and other materials and read aloud to students of all ages on a regular

basis. Also, he recommended teachers avoid using discouraging activities which in many cases include the traditional book report and the limited interpretation of passages (1991a). Technology offers even more immediate and accurate information and also enables the student to have direct contact and communication in an interactive fashion with other students and sources from a wider range of environments with greater levels of diversity. It is through this personal contact that students create a contextual setting and begin to feel a sense of sameness or empathy or difference in a non-negative way.

Today in American Education, the contextual nature of learning is widely recognized and the fact accepted that different learners are more or less successful in varying contexts. Developmental and sociocultural factors are some important ways students differ for which effective instructional practices must be created. Daiute (1993) described the creation of youth genres as a way to facilitate literacy growth. He found that youth genres are the links between sociocultural and developmental theories. Sociocultural theories suggest that culture influences a child's background for learning. Social interactions were seen as higher order thinking skills as students worked collaboratively in youth genres. Even though students vary in degrees of social competence and in development, they worked most effectively in pairs. Interactive play to transform reality, to pretend, to role-play, to create content constructs, all involves the affective domain in collaborative settings. Even though more research is needed before making connections from developmental to cultural genres, aspects of diversity in students' lives continue to support the belief that students need freedom of choice to explore the ways of thinking that lead to more advanced ways of being, to the genres of the adult world.

Smith (1993) believes that meaningful contexts are of primary importance and that learning to understand speech is similar to learning to read but not the same. Smith feels the Goodmans use of whole language assessment tools which use speech to analyze reading abilities are "oxymoronic" (p. 412). The evaluation of speech in this presentation is assessed by whether or not it is effective as communication. However, this speech process does provide insights into the judgments and problem solving procedures that have created it. Stepien & Gallagher (1993) maintain that problem-based learning is as authentic as it gets. Problem-based learning units are created to increase students achievement and motivation which often take the form of apprenticeships for real-life situations. Students use multiple ways of gaining information. They supply a teacher's guide for problems with strategies for considering the conflicting ethical issues.

In promoting emerging voices of diversity, conflict, consensus, and community, educators seek ways to broaden the community of learners. McDade (1993) studied collaborative learning and multi-culturalism to find ways to improve the quality of undergraduate education. He concluded that schools need to broaden the community of learners for more effective education. Through the power of literary peer-group discussions, children collaboratively negotiate meaning. Leal (1993) found that given the opportunity, children participated in relevant discussions about common readings without any structure or guided questions from the teacher. A series of research was summarized; children's methods of understandings and acquisition of knowledge were found to be expanded through discussion with capable peers and mentoring adults. These discussions were catalysts for learning, opportunities for exploratory talk with a real audience, reciprocal teaching of predicting, questioning, clarifying, and summarizing, and other ways of language application. The informational storybook was the form of literature that created the best results. Leal concluded that collaborative learning through reading and discussing with one's peers are effective learning practices.

Furthermore, the Northwest Regional Educational Laboratory (1995) research resulted that students learn better if the classroom processes are built on the students' cultures and languages. The community of learners became more diverse as the undergraduate Elementary Education class of predominately twenty year old students at Central Washington University were combined with another section of the same class of predominately returning students who had extensive experience working with public school children in Wenatchee, a small, isolated city in the northern mountains of Washington state. The resulting combined class was uniquely beneficial for both groups. Moyers (1993) described an (ESL) English as a Second Language classroom of Judie Haynes who dealt with the many different cultural beliefs with creativity, tact, and diplomacy. By accepting that these beliefs are emotional issues for both teachers and students, she gained momentum educaionally. When this ESL teacher was invited to perform a Korean traditional fan dance during a celebration, she resisted until she realized the gesture was one of the honor. Her participation was the beginning of deeper understanding. Now that she had been a student herself in a culture where her native language and customs were not known, she experienced an empathetic response in creating an environment aimed toward deeper understanding for her students.

Involvement and immersion in problem solving ethical problems and in people issues to the point of understanding through an empathetic response may both be achieved through reading and writing, especially in well chosen literature. Tarvin and Al-Arishi (1990) wrote about the choice of literature in teaching English as a foreign language. Communicative alternatives to audiolingual assumptions were discussed. They felt that the communicative approach is the most common

method used especially for the students who have English as a foreign language. They said, "We should be concerned about the personal, interactional challenge the literary work presents. Trivialization can breed contempt for the language among our students, who after all are constantly contrasting the English of their classes with their own language" (p. 35). Literature samples are chosen for reading and reflection that offer universal situations resulting in multi-dimensional student behaviors: discussing, debating, reading beyond their levels, transcending the classroom, expanding the ideological levels, absorbing encouragement through group involvement and interactional challenge.

Guttman (1993) found the students need to get to know one another and to create a working context.

> "An appropriate learning situation demands positive interdependence, promotes face-to-face interactions, and requires students to take personal responsibility for their work. As additional benefits, beyond learning the subject of the course, they may come away learning collaborative skills and the ability to examine their group's process of working together--skills becoming increasingly important in the modern workplace." (p. 18)

These students began to recognize bias in language where underlying attitudes and assumptions often dominate. Metaphoric examples can be found in any content area or in the language of any group. An example given in science is, "one molecule attacks a chemical bond of another, two molecules cooperate to make a third" (p. 20). The variety in defining individual differences and in seeking diversity creates complex problems in providing opportunities to not only express that diversity but to allow students to be experts in many ways.

Schools can provide opportunities for diversity by understanding the range of differences of their students. Blythe and Gardner (1990) reported, "By proposing that each person possess a distinctive combination of intelligences, MI (Multiple Intelligences) theory emphasizes the highly individualized ways in which people learn. It calls into question the prevailing policy of educating all students in the same subjects with the same methods and materials" (p. 34). School reform suggestions include increased community contact and enlarged circle of adults with students, project work for indepth study of content area issues, apprentices work for mastery of contextual abilities. American educators must reform schools to reach the full potential of all of the students.

Berghoff and Egawa (1991) described how literacy developed in one classroom and was broadened to include organizing knowledge and making connections. Each student was seen to reflect ideas in the socially dynamic classroom and to actively participate in making their points of view part of the class conversation, negotiating toward an agreed upon meaning. Students helped fellow students construct meaning. In learning communities, guidelines are not always needed. Students become experts in a variety of ways. At times, however, constructive action is inhibited.

Social skills can be developed simultaneously as well for group balance so that productivity can increase. The dominating, controlling students need to learn to be passive, at times, giving respect and dignity to their peers, and vice versa. The classroom participants develop common language of understandings and create meaningful opportunities to share experiences and to extend understandings. Also, each student needs to become connected in school and out of school through language and experience. Collaboration and consensus skills grow. As Berghoff and Egawa summarized, "Groups have to decide on a plan that satisfies all the members and then actualize it" (p. 540). The students in such a learning community all grow into being good communicators and effective team players.

Through the broadening of the community of learners beyond the classroom, even greater insights can be gained. Temple, Haché de Yunén, and Montenegro (1993) discovered that there are theories that parallel our whole language methods in many other countries around the world. Theories in the pedagogy of reading have emerged from researchers throughout the world. However, we have generally been aware of only the ones from the countries who speak and write in English. American researchers commonly know about only the research described in journals that produce copies in English. Research reports in foreign languages often are not discovered. It is only through communication that we can learn about these theoretical and pedagogical similarities and differences. Worldwide education is now being promoted. These authors maintain that the International Reading Association (IRA) now supports networking and that "Reading Around the World" now has a multinational perspective. The IRA presents descriptions of literacy teaching and learning and offers teachers opportunities to discuss important issues related to literacy from various countries and cultures throughout the world. Our ability to expand our community of learners is growing.

Broadening the Curriculum through Technology

At the Northwest Council for Computer Education Conference in Spokane, Washington in 1994, teachers from all around the northwest area reported on the increased use of technology in their classrooms. Some of these topics included: E-mail and networking, multimedia production, computer graphics, computer interfaced probes, simulations, calculators, electronic document making, computers and LEGO materials, laser discs, scanning and graphic editing, CD-ROM, MIDI music and sound, books on CD, videodisc and hypermedia production, intergenerational communications by "SeniorNet On-line", the "Communication Age" and cyberspace for primary source material, multimedia curriculum integration design, models for project-based learning,

assistive technology tools available to support inclusive diverse learners with special needs, "Satellite Education Centers" for studio class broadcasting and distance learning, restructuring leadership for technology, publishing design for communication of content, cable access, extended simulations, word processing and database and spread sheets, scanning from documents to photographs to music, the world of AGE (Apple Global Education) for constructivist learning with a global context, virtual interfaces, networking with "National Geographic Kids Network", photo manipulation and ethics, holograms and lasers, and visual and tactile tools.

The uses of modern technology have impacted our educational system from many points of view. Technology is in the public schools permanently. The styles of implementation intended to provide the greatest use technologic advances for the most students are determined in unique ways at each site. However, the editors of *Scholastic* predict that technology is now transforming school libraries as they all are becoming media centers (1990).

Other districts have found success by giving teachers the special support of an on site computer coordinator who very well may be one of their own teachers.
Data was collected from 1,400 schools in the United States by the Northwest Regional Educational Laboratory (May, 1995). The schools that reported the most effective use of computers in the classrooms were those that had district support, more top-down decision making procedures, and school-level computer coordinators which were at times teachers with knowledge and expertise. The complete study, *Top Down Versus Grass Roots Decision Making About Computer Acquisition and Use in American Schools* contains the descriptions of the success of the combinations of district help and computer coordinator. It was sponsored by the Center for Research on Effective Schooling for Disadvantaged Students, The John Hopkins University.

New Educational Research and Development Products and Publications was reported as rural, school-to-work programs utilizing workplace mentors and applied school curricula (September, 1995b). Schools used video tapes and encouraged students to "take supplemental classes by way of satellite communication from a technical college" as well as work with mentors from the banking community. A full description may be found in *Rural Audio Journal: From School to Work -- And Back Again* from the North Central Regional Educational Laboratory.

"Guide Opens Door for Teachers to Discuss Sensitive Topics Dealing with Cultural Diversity" found in *New Educational Research and Development Products and Publications* is a description of the guide, *Facilitators Guide to Diversity in the Classroom: A Casebook for Teachers and Teacher Educators* is a work in which many of the activities are documented that have been tested in the classroom for dealing with the loaded concepts that interfere with the content area education of many students. Issues that have been rated highly important by students are the topics of discussion while communication skills are also considered a part of the educational

essential learnings.

Communication skills are even more essential when they are used to prevent violence. Programs and policies of schools become some of the many different ways to prevent student violence. In *Rebuilding Schools as Safe Havens: A Typology for Selecting and Integrating Violence Prevention Strategies* (January, 1995), many violence prevention programs are described. Srubek (Donahoe) and Briggs (1992) reported a multifarious approach to the preventing of violence at the a middle school level in Albuquerque, New Mexico through communication techniques and the use of a variety of technologic tools. Some of these methods include: 1) the teaching of mediation to the school identified student leaders mediation, the same as the court approved mediation procedures and allowing students released time to practice the techniques, 2) the videotaping of school personnel, community leaders, and others in the greater Albuquerque area for whole school transmission through the Channel One, Whittle Television Network hardware, 3) released time for training of school personnel to then facilitate support groups for students who are identified or are self-reported students in difficult life situations, 4) the option of a family connected series of whole life workshops for students who were in a suspension status, 5) opportunities and encouragement for writing activities to promote expression of personal opinions and issues in a safe way called, "free writing", 6) social writing opportunities with the community, whole school, and an even greater audience creating newsletters, newspapers, commentaries, dialogue across the internet, literary magazines, dramas, and video-movies. These are just a few. The whole school became devoted to a mental health model even though there were violent acts in the neighborhood on a weekly basis and usually a daily basis. Students became so involved with the possibilities of working out emotional stumbling blocks, that destructive energy dissipated. In a school of almost a thousand students, technologic advances were found to be of intense interest to all but one student who expressed anxiety. All others reported feeling special and important in becoming the film crew, in taping important comments, in using enabling and expensive equipment, in taking a role in solving others' problems, in learning the life skills to stay away from getting into trouble.

The editors of *Instructor* created a National Teacher Survey in 1993 and found that overwhelmingly, teachers want change. Over 500 teachers were surveyed across the United States. All of these teachers expressed a desire for change and agreed on wanting "to increase the use of computers and other technologies as learning resources . . . improving student relationships across races and cultures." (p. 34) Only 77% felt that their schools made curriculum provisions for dealing with race and prejudice. Although only 57% had examined their textbooks for cultural bias, 97% reported that they were "willing to help foster better relationships among students of different races and cultures" (p. 41). Teachers are willing, but need some support and guidance

from the district and their administrators. *Instructor*'s editors also described the challenge of change. Inherit in the profession is the idea that teachers can effect change. Teachers are seen as innovators. Their attitudes are summarized as they reform educational practices and environments. Technology offers tools for helping teachers meet the challenges of the future.

Broadening the Curriculum Through Integration

Using technology within the content area units enhances the learning experience of most students. In one study, thirteen software programs were focused in centers in a fifth grade classroom to effectively extend students thinking and to offer differing ways of acquiring knowledge in mathematics, science, and social studies. The variety of sources and methods of gaining information was broadened. Rather than the use of informational textbooks alone, a variety of sources was found to increase student engagement and sense of discovery (Wepner, 1992a,1992b).

Savage and Savage (1993) report that one change to the curriculum in the last few years is one of integrating subjects taught K-12. The use of children's literature was found to be greatly beneficial to the understanding in many content areas because through literature, true to life situations and concepts, often thought to be too difficult for the elementary grades, can be understood. The advantages of using examples of children's literature of the human condition with increasing complexities, and the impacting reinforcement of learning concepts and facts offers a variety of differing perspectives in different fields of study. Discussion in all of these areas brought students to greater understandings and encourages them to relate to the affective dimensions. They were able to have an empathetic response. Touching the affective domains was a way to help students to have deeper and broader ways of looking at the information presented.

Johnson and Ebert (1992) found that through historical fiction and biography, students were impacted with a time traveling imaginative perspective. Students read books that produced strong emotional responses and viewpoints of historical events. Then, they communicated with one another to share information and to debate from the various points of view to which they were drawn as they read the books. As the historical problems were clarified and the solution as presented in the books of literature were discussed, students creatively responded in changing the variables and in setting up series of alternative solutions. Even though individual choices changed the ways each person interpreted the facts, there were also general concepts of a common knowledge base emphasized by all. Students were found to be motivated to a higher degree than through the traditional methods.

Tiballi and Drake (1993) discuss literature groups as a model of the transactional process. Children in pre-school through the third grade experienced small literature groups which fostered communication skills in small group settings and were safe for discussion of connecting personal experiences with school learnings. Through the concept of layers of story meaning, the child can imaginatively respond to text through awareness of the literary elements and related functions. Language of the thought processes are modeled as a"think aloud" strategy by the teacher. Later as students dialogue, the teacher becomes a participant. Child-centered classroom techniques like this one encourages children to initiate and authentically to respond to literature rather than merely to follow directions in teacher initiated activities.

Concepts and Content Taught Can Be Tested

How can students be accountable for concepts they have not been taught? We cannot expect students to have the open-mindedness that a quality educational system can provide. If students are to be aware of the uniqueness and similarities of others, we must teach them. Lack of knowledge and experience is often at the root of negative responses between individuals. Any available means of communication can be the impetus for growth or change. However, especially through distance learning and telecommunications, students may experience diversity and yet remain physically in the comfort of their own environments and, perhaps, even somewhat detached and secure in familiar surroundings. Also, the students who may have not been able to participate in college classes can now be active, contributing class participants because they do not have to travel great distances at great personal and economic expense. The range of differences within a group of students can be even greater than in a regular university classroom.

The Philosophical Stand and Subsequent Processes

A simple but effective philosophical stand is described with a multitude of examples, anecdotal and videotaped, to sharpen the focus. The main impetus of the stand is simple but strong in that it can be immediately understood by all: "Communicate." Pluralism is celebrated! The understanding of oneself to a point of equilibrium is a prior condition to be achieved. Students analyze what concomitant effects strong negative emotions have on them physically and psychologically. Is it a lack of experience? Is it a lack of knowledge? Or, is it a prejudice thoughtlessly passed down to them as children, when they were young and vulnerable? They try

to find the origin. Students use logic to test the appropriateness of competition and a win-lose mentality in situations in which competition causes harm. Communication skill development offers a series of competencies with appropriate language for constructive momentum toward understanding with special attention to listening, speaking, reading, and writing. The processes specific to the distance learning classroom enhance the purposeful techniques and procedures of the communication processes. Mediation techniques and interpersonal skill systems provide positive, proactive processes for leaders and also provide two helpful phenomena which will be utilized in the process of the presentation: adult role models and the small group unit to initiate effective, personal dynamics to change deeply rooted attitudes. Students learn the potential of finding positive procedures which allow interacting and dialoguing with any individual in any situation.

Experiential Extensions of the Presentation

As some of the students in the teacher training programs practiced some of the uses of modern technology, examples were used to allow for sample applications in a wider array of possibilities. Students in courses at Central Washington University and students in rural/remote Wenatchee, Washington were the primary focus. Further actual examples in this presentation include samples of students from the public schools communicating through a modem to an other student in Mexico, a country accessible by the internet or similar network and student-athletes at a large state college communicating through direct telephone lines and audio-tape or video-tape recordings. The process will grow. A capability now being discussed is an interactive sample classroom of children with a teacher training class and an interactive distance learning class all able to observe, question, and comment.

Additional Educational Processes

Additional examples when these processes of using language and literature, integrated content area study, and technology for the resolution or dissemination of the negative emotions and attitudes have been effective are with high school students and college athletes. Some of these examples as personally experienced in this authors educational activities. High school students on the edge of dropping out and succumbing to the violence and lawlessness of their peers attended a "Youth Leadership and Global Realities" workshop in Taos, New Mexico in which these students made friends across the nation. After returning to the regular routine of school, the activities of the workshop were carried through in activities in their English classes and connected to the

competencies toward graduation. Some of the activities of the workshop included audio-taping and video-taping which then resulted in letter writing, telephoning, and networking on computer (Srubek [Donahoe], 1990).

Similarly, Student-Athletes from inner cities in distant states were taught reading and writing skills through computers, library services of microfilm and microfiche, audio-tapes, video-tapes and telephones. Issues of race, ethnicity, ethics, socio-economic levels, prior experience at university settings, home environments, materialism, basic health needs, social conversation styles for a variety of purposes were openly discussed and analyzed in reflective writing or speaking by each student. In guided discussion sessions much like mediation, students were encouraged to speak their thoughts and come to a consensus of agreement or generalizations so that these issues did not interfere with work on the field or on the court as well as in the dorm and in the classroom. Students wrote or created "A sililoquoy on Tape" that could then be listened to by other students at different times. The cohesiveness and the unity of the group working in this way was authentic, beneficial, and unique (Donahoe and Brown, 1995).

This process develops implications for the growth of leadership abilities. Through a pluralistic perspective, teachers are enabled to create new ways for helping students to become experts and to share their personal existence with others. They experience making choices through in their affective development as well as broadening the possibilities for cognitive growth. Additional experience in interpersonal relationships, empathetic understanding, effective communication, increased self-esteem, and developed expertise in modern technology are some of the additional benefits.

Vine and Faust (1993) discuss empowering readers to become meaning-makers. They express wanting to move readers into the world of critical thinking and into becoming writers. "We want to emphasize that the path to empowered reading involves risk. Encouraging students to reveal their thoughts and feelings as readers and to explore with others their authentic concerns requires trust, patience, and a belief that those evoked concerns are of value" (p. 78). The choices students make as a result of affective knowledge considerations are equally valid as those made by cognitive knowledge considerations. Both are authentic areas of concern in the classroom.

The fifty primary activities representing strategies that were the most successful in the educational setting at the current time are listed. Participants will create suggestions of titles for concepts to meet the specifics of their situations which adapt more effectively and appropriately to their populations and circumstances. Negative attitudes will be diffused and replaced with positive, proactive processes for specific situations. Participants will form small groups for commentary on members suggestions and hopefully validation.

This technologic, communicative process results in enhanced human development for all of

the students it contacts. The changes are not always predictable and controlled. Technology offers a degree of detachment so that the constructive process may continue. Diversity is celebrated through communication. Technology is the tool for educational reform. Participants will leave with access to resources for utilizing technology, especially distance learning, to meet the needs of diverse populations in their particular region of the country. Additionally, life-skills of the students will be developed such as understanding of personal linguistic, ethnic, and cultural differences. Students will understand the interactive nature and multiple causes of variations in learning through awareness of relationships in reading, writing, speaking, and listening. Students will be able to communicate effectively with diverse populations on any topic.

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